



Miller School District 29-4

623 E. 4th Street

PO Box 257

Miller, SD 57362



Miller School District 29-4

Improvement Plan 2018-2019

Mission: The Miller School District's mission is to prepare our students for the future by engaging them in their academic, artistic, physical, and social development.

Vision: "Learning Today for a Better Tomorrow"

Our Philosophy

The primary concern of the Miller School District is to provide quality education fitting the time and the need of the area in which it serves. Education should be a cooperative effort using all resources within the community effectively and efficiently. The responsibility of the school is to provide the educational environment, learning opportunities, and instruction that will produce a maximum return for all students regardless of occupation or location later in life.

To attain these ideals the Miller School District will pursue the achievement of the following characteristics:

- Safe and orderly environment
- Climate of high expectations for success
- Clear and focused mission
- Instructional leadership
- Frequent monitoring of student progress
- Opportunity to learn and student time on task
- Home, school, community relations



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District Profile

Miller School District (K-12)

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Program Development

The Miller School District leadership team consists of representation from building administration and teachers. Team members were selected from the Elementary, Junior High and High School teachers. The members convene monthly to address specific needs and annually to reevaluate the Improvement Plan.

Leadership Team Members

Dan Trefz	Superintendent
Steve Schumacher	Jr High/High School Principal
Knute Reiersen	Elementary and Colony School Principal
Dr. Kim Cypher	SPED Director
Jodi Baumburger	Elementary Teacher, Chairperson
Kim Roeber	Elementary Teacher
Liz Engle	Elementary Teacher
Sherry Gross	Elementary Teacher
Janet Wetz	High School Teacher
Linda DeBoer	Jr High/High School Teacher
Collin Otteson	Jr High/High School Teacher



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Our District

The Miller School District is located in Hand County, which is in central South Dakota. The Miller community consists of approximately 1,500 people. The community is a hub for the surrounding area in regards to health care and consumer services. The District is approximately 1,200 square miles and educates about 460 students. Millerdale Colony School serves grades K- 8th. Miller Elementary School serves kindergarten through sixth grade students, and the Miller Jr High and High School serves grades 7th- 12th. Kindergarten through 12th grade is five days a week and class sizes are about 25 students or less. Students are taught a general curriculum that includes pe, music, computers, and guidance.

The Miller School District is above the state average for students with disabilities, and approximately 20% of the school population qualifies for free or reduced lunches.

The Miller community is very supportive of the school and the community projects, which are ongoing.

School Profile

The Miller School District has three administrators and highly qualified, experienced staff (see demographic data for current number). The District offers the following services and academic programs.

- Smartboards or 66" J-Touch interactive boards in all Math, Science, Computer and Art Classrooms 7-12
- One-to-one computers in the 3rd-6th Grade, Junior High and High School
- iPads for K-2 (90 iPads) and Elementary staff
- Laptop cart for Elementary Students (110 computers)
- GED Classes
- 66" J-Touch interactive boards in all Elementary Classrooms
- Live streaming of school activities
- 100% wireless internet coverage and wired connections
- Co-op with Highmore School District for wrestling and football
- Extracurricular activities are provided by the district
- Speech, pre-school and special education is provided
- The school is handicapped accessible
- K-6 Reading and Math Title I program are available
- School breakfast and lunch
- FFA and FCCLA
- Elementary Fruit and Vegetable Program
- High School National Honor Society
- Student Assistance Team and Teacher Assistance Team
- Offer online and DDN distance learning classes
- K-12 intervention program
- The Miller School accepts foreign exchange students
- Band and Chorus (5th -12th grade)
- Dual Credit and AP classes
- K – 12 Counseling
- Kinderstart



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Demographic Data

Student Profile

	2013-2014	2014-2105	2015-2016	2016-2017	2017-2018
Students Transported	129	144	152	165	174
Student to Staff Ratio	11.5	11.5	11.3	11.3	11
Number of Graduates	27	35	32	25	26
Percentage for Free/Reduced Lunch	32.8	20	21	21	21
% Of Students with Special Needs	13.6	14.4	14.7	14.5	14.0

Staff Profile

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Certified Instructional Staff	39	39.01	40.01	43.63	41.9
Average years of Experience	15	15	17.2	17	17
% With advanced Degrees	14.55	22.81	21.4	22.22	28.7
Teachers with Emergency or Provisional Credentials	0	1	1	1	0
Classes Not Taught by Highly Qualified Teachers	0	0	4.06%	0	0
Average Teacher Salary	34,828	36,037	36,560	39,346	40,124
Waivers of Administrative Rule					0

District Enrollment

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Enrollment K-12	450	455	457	456	463
ADM K-8	288	278	332	341	358
ADM 9-12	162	177	120	114	105
Open Enrolled Students	25	25	31	36	34
District Drop-Out Rate	1.6	1.0	1.1	0	0
District Attendance Rate	96.74	98	95.9	92.75	96



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Performance Goal

Goal: Students in grades 3-8 & 11 will score at or above the state average for proficient/advanced on Smarter Balance Assessments and Dakota STEP Science Assessments.

Strategies:

- Kinderstart through 2nd grade will prepare students for future learning.
- Title I will provide extra help for students to meet this goal.
- Additional technology and software to enhance learning.
- Work with Education Service Agency personnel and state personnel for professional development in the areas of math and reading.
- Collaboration between general education, Title I, and Special Education teachers.

Evaluation:

- Report Cards (Math and Reading scores)
- Technology utilization by teachers
- Smarter Balance Assessment scores
- Data Retreat evaluations

Timeline:

- Data Retreats throughout the year
- 2016-2019

Resources:

- Smarter Balance Assessment scores
- Teacher input, information from curriculum and team meetings.
- Professional Development opportunities

Person Responsible:

- Administration, Leadership Team, and K-12 Staff



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Performance Goal

Goal: The Miller School District will facilitate grade level and/or content area meetings to discuss and analyze assessment data.

Strategies:

- Utilize the Student Learning Objective process to create goals for students.
- Create a schedule to facilitate the meetings.
- Professional development to train teachers regarding referral teams and processes.

Evaluation:

- Teachers present strategies that they learned at trainings
- Evidence of strategies in teaching during formal and informal evaluations
- Meeting minutes and documentation

Timeline:

- 2016-2019

Resources:

- Local Trainings
- Expert presenters
- Local teachers
- Report cards
- District and State level data
- Response To Intervention Coordinator

Person Responsible:

- Administration, Leadership Team, and K-12 Staff



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Performance Goals

Goal: Offer updated and State Content Standard aligned curriculum

Strategies:

- Review and align curriculum from 3 publishers
- Hold content group discussions to evaluate the curriculum
- Contact other successful schools to compare curriculum

Evaluation:

- Analyze the discussion notes from the meetings
- Evaluation of budget

Timeline:

- 2016-2019

Person Responsible:

- Administration, Leadership Team, and K-12 Staff



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Needs Assessment, Professional Development and Highly Qualified Staff

Data Retreat

The Miller School District will meet two times per year to review student level data, programs and structures, professional practices and family/community data. The leadership team will disseminate the data that will be used to make plans for the current and coming school year. The team members will be involved in the presentation and discussion of the data. The group will also discuss the new testing methods and materials. Strengths and weaknesses will be communicated by the team.

Professional Development

The Miller School District has designated three days throughout the school year to provide teacher training and explore and adopt the changes in education and technology. The District feels that it is important that all staff members to be involved in professional development training, as it will help ensure success and increase student learning. Staff works together and in small groups to learn new technologies and methods. The state and local leadership will also provide assistance in data mining and provide recommendations for future trainings. The Leadership Team is involved with the development of the professional development goals and objectives.

Highly Qualified Teachers

The Miller School District attracts highly qualified professionals through a variety of recruiting methods and job notifications. We advertise on the South Dakota Associated School Board's teacher placement website, and in the local newspaper. We also contact schools of higher education to announce our job openings. The School District encourages teachers to become highly qualified in areas of need and provide reimbursement for applicable costs. All applicants must submit an application, references and transcripts. All employees must complete a background check before starting their employment.



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Monitoring/Evaluation

SD-STARS, South Dakota Assessment Portal, and Smarter Balance scores are utilized by teachers and administrators to evaluate students' proficiency and make recommendations on intervention and curriculum. AIMSwebPlus is also used to screen K-6 students. ACT scores, ACT screening assessments, National Career Readiness Certificate assessment, and benchmarks are used to judge students' college readiness. Mid-term and quarter grades are given to the students and parents. Eligibility is checked weekly for students that participate in extracurricular activities, and students that are failing two or more classes are ineligible for extracurricular activities as well as non-essential internet sites, until the scores are passing. Students that are struggling are given more opportunities for one-on-one assistance and their parents are informed of strategies that would help their students improve their grades. Struggling students may be referred by any staff member to the Student Assistance Team (SAT). Building level SAT teams will work to find interventions that may help students, teachers and parents address situations within the general education environment. Student in need of further interventions or that may have a suspected disability may be referred to the Teacher Assistance Team (TAT). The TAT will review the case file and determine the proper course of action for the student within both the general or special education environments.

Student progress and results are shared with parents in a variety of ways. Parents may access the school's website to view their students' academic performance through the Parent Portal with Infinite Campus. Parent/student/teacher conferences are held in the fall and winter of the school year.

Fiscal Responsibility

Teachers have been provided quality professional development, in-service time has been, and will be provided for teachers to work on curriculum, assessment, and instructional strategies to improve student achievement. Substitute costs are covered through district, state or title funds. Any school curriculum materials or supplemental materials will be identified and purchased as needed or as budgeting and funding allows.

Parent Involvement and Education

The Miller School District's performance is published on the school website and in public locations for the community to view. We utilize the Infinite Campus notification system to increase parent contact and notify them of important announcements. Students' grades are posted weekly and teachers' lesson plans are posted on the school's website for parents to view. Staff contact information is listed on the school website. Educational programs for parents are sponsored through the Title I program, special education department, and the school. School district stakeholders will join the Leadership Team in creating and reviewing the school district improvement plan.



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On-going Program Development

The plan is being developed and written within the time frame and is written to be carried out for a two year time period. The plan will be submitted to the school board for approval and implementation. The district leadership team will meet semi-annually to assess the merits of the plan.



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School Data

Data and documentation for the plan will be collected by the team members every year for review. The Miller School will use the Smarter Balance Assessment results when they become available, and the National Career Readiness Certificate assessment results to assess student achievement. The team will then assess the goals and make adjustments to the strategies as needed.

The data will be shared with the staff at the beginning of the year. Students and parents will receive information through the school website and through the mail service. The school board will be updated annually.

The Miller School District has historically made Adequate Yearly Progress in the past. The District is working with State and Education Service Agency officials to improve all students' test scores.

STATE OF SOUTH DAKOTA							
2017-2018 Report Card							
ACADEMIC YEAR				DISTRICT			
2017-2018				(All)			
School	Student Performance	Student Progress	College and Career Readiness	High School Completion	English Language Learners Progress	School Environment	Overall Score
Miller 29-4							
Miller Elementary - 02							70
Miller High School - 01							83
Miller Jr. High - 04							58
Millerdale Colony Elementary - 11							66
Rating Key N/A 0 - 25% 25 - 50% 50 - 75% 75 - 100% Points Possible							



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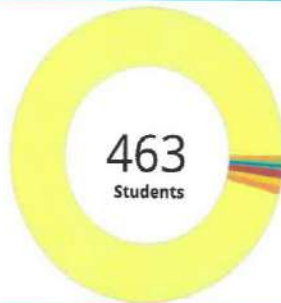
2017-2018 District Data



Superintendent: Trefz, Dan

MILLER
STATE OF SOUTH DAKOTA
Grade Levels: KG-12

SCHOOL ENROLLMENT



Race/Ethnicity

American Indian/Alaska Native	0.4%
Asian	0.4%
Black/African American	0.4%
Hispanic/Latino	1.1%
Native Hawaiian/Pacific Islander	0.9%
Two or More Races	0.9%
White/Caucasian	95.9%

Additional Services

Economically Disadvantaged	19.4%
English Learners	2.4%
Foster Care	0.0%
Homeless	0.0%
Migrant	0.0%
Military Connected	0.0%
Students with Disabilities	12.5%

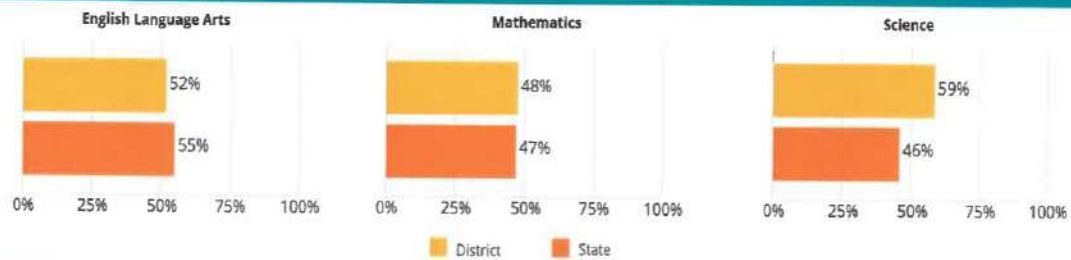
Teachers

43.00

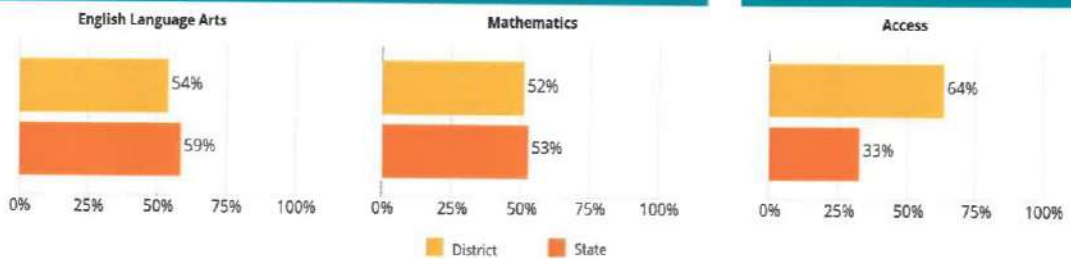
Administrators

3.00

STUDENT PERFORMANCE



STUDENT PROGRESS



ENGLISH LEARNERS ON TRACK

HIGH SCHOOL COMPLETION

COLLEGE AND CAREER READINESS

Attendance
Rate

96%



Chronic
Absenteeism
Rate

7%



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